



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

Curriculum Development Timeline

School: Township of Ocean Elementary Schools

Course: ELA, Grade 5

Department: English

Board Approval	Supervisor	Notes
July 2014	Eleanor Hughes	Born Date
August 2017	Michelle Shappirio	Revisions
March 2019	Michelle Shappirio	Review
August 2024	Michelle Shappirio	Updated to include New State Mandates

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA Grade 5

Week	Marking Period 1	Week	Marking Period 3
1	Start Smart	21	Unit 3 Week 3:Patterns
2	Unit 1 Week 1: Meeting a Need	22	Unit 3 Week 4:Teamwork
3	Unit 1 Week 2: Trial and Error	23	Unit 3 Week 5:Into the Past
4	Novel: <i>Wonder</i> by R.J. Palacio	24	Unit 3 Week 6: Review/Assess/Extend
5	Novel: <i>Wonder</i> by R.J. Palacio	25	Unit 4 Week 1: Sharing Stories
6	Novel: <i>Wonder</i> by R.J. Palacio	26	Unit 4 Week 2: Discoveries
7	Novel: <i>Wonder</i> by R.J. Palacio	27	Unit 4 Week 3: Take Action
8	Novel: <i>Wonder</i> by R.J. Palacio	28	Unit 4 Week 4: Consider Our Resources
9	Unit 1 Week 3: Seeing for Yourself	29	Unit 4 Week 5: Express Yourself
10	Unit 1 Week 4: Inventions	30	Unit 4 Week 6: Review/Assess/Extend
Week	Marking Period 2	Week	Marking Period 4
11	Unit 1 Week 5: New Technology	31	Unit 5 Week 1: New Perspectives
12	Unit 1 Week 6:	32	Unit 5 Week 2: Better Together



Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA Grade 5

	Review/Assess/Extend		
13	Unit 2 Week 1: Reaching a Compromise	33	Unit 5 Week 3: Our Changing Earth
14	Unit 2 Week 2: Seeking the Answer	34	Unit 5 Week 4: Now We Know
15	Unit 2 Week 3: Investigations	35	Unit 5 Week 5: Scientific Viewpoints
16	Unit 2 Week 4: A Plan of Action	36	Unit 5 Week 6: Review/Assess/Extend
17	Unit 2 Week 5: Making It Happen	37	Novel Study
18	Unit 2 Week 6: Review/Assess/Extend	38	Novel Study
19	Unit 3 Week 1: Cultural Exchange	39	Novel Study
20	Unit 3 Week 2: Being Resourceful	40	Novel Study

*Week 6 includes review, assessment, and extension activities. Week 6 activities may include: Tier 2 and Tier 3 Intervention, Research Simulation Tasks, Literary Analysis Tasks, Narrative Writing Tasks, Reader's Theater, Inquiry Space Projects, Project Presentations, Unit Assessments, Level Up Assessments, Novel Study, and other activities.

Climate Change

- Unit 4 Week 4: Why are natural resources valuable?
- Unit 5 Week 3: What changes in the environment affect living things?
- Unit 5 Week 5: How do natural events and human activities affect the environment?

Diversity, Equity, & Inclusion

- Unit 3 Week 1-What can learning about different cultures teach us?

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- Unit 5 Week 1: What experiences can change the way you see yourself and the world around you?

Core Instructional & Supplemental Materials including various levels of Texts

- Wonders Reading/Writing Workshop Book
- Wonders Literature Anthology
- Wonders Close Reading Companion
- Wonders ConnectEd online platform
- Wonders Leveled Readers (Approaching, On, English Learner, & Beyond Levels)
- Wonders Your Turn Practice Book
- Wonders Visual Vocabulary Cards
- Wonders Leveled Workstation Activity Cards
- Wonders Retelling Cards
- Wonders Sound-Spelling Cards
- Wonders High-Frequency Word Cards
- Wonders Photo Cards
- Wonders Running Records
- ReadWorks.org
- WonderWorks Intervention
- Orton-Gillingham Institute for Multi-sensory Education materials (blending boards, sand trays, phoneme grapheme cards)
- IXL online subscription
- A variety of trade books related to the essential question
- Choice of novels (*Wonder* is required), *Because of Winn-Dixie*, *I Survived the American Revolution*, *Love That Dog*, *Sadako and the Thousand Paper Cranes*, *The City of Ember*, *The Diamond of Darkhold*, *The Great Gilly Hopkins*, *The Lion, the Witch, and the Wardrobe*, *The People of Sparks*, *The Witches*, *What Was the Boston Tea Party?*, *Wonder*

Time Frame	1 week
Topic	
Start Smart	
What discoveries can people make when they cooperate with others?	

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

What can you discover by observing nature?

Alignment to Standards

English Language Arts

Foundational Skills: Reading Language:

Phonics and Word Recognition

- L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

- L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language:

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Reading:

- RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

inferences from the text.

- RL.CI.5.2. Determine the theme of a literary text (e.g. stories, plays or poetry) explain how it is supported by key details; summarize the text.
- RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
- RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.
- RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about the same or similar topics.



Writing:

- W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use and quote several sources to support the proposed central idea.
- W.RW.5.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

- SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.
- accurately read grade-level poetry and prose aloud.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Foundational Skills: Reading Language

- Phonics/Word Study
 - Multisyllabic Word Strategy-Decoding Strategy Chart
 - 6 Syllable Types
- Reading Every Day
 - Fluency-Establish Yearly Goals: Rate, Accuracy, Expression
 - Independent Reading-Daily Sustained Silent Reading

Foundational Skills: Writing Language

Students will

- decipher the meanings of words and phrases by using sentence context.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- use 5th grade vocabulary fluently when discussing academic or

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

domain-specific topics.

- choose the most accurate word when describing contrast, addition, or other relationships.
- choose the most accurate word when discussing a particular topic.
- use knowledge of conjunctions to broaden vocabulary.

Foundational Skills: Writing Language

- Introduce and practice Vocabulary Routine: Define/Example/Ask
- Review Vocabulary Strategies
 - Context Clues
 - Using a Thesaurus
 - Using a Dictionary or Glossary
 - Morphology

Reading Literature/Informational Text

Students will

- read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- identify the key details in a text.
- analyze the actions and thoughts of characters or speakers in texts, looking for patterns.
- identify the theme of the text.
- determine central message or theme.
- summarize the key points of a text.
- identify details to support the main idea.
- identify at least two main ideas in informational texts.
- explain how the author supports main ideas in informational text with key details.
- find the similarities and differences in the structure of two or more texts.
- determine the impact of the structure on text meaning.
- discuss the similarities and differences unique to various perspectives presented in text.
- give descriptions about how the information is presented for each perspective.
- identify the points or claims an author makes in a text.
- identify reason and evidence for those points or claims made.
- prove each point with evidence from the text.

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA Grade 5

- explain how an author uses proof to support a point in the text.
- find similarities and differences in themes and topics when reading stories of the same genre.
- connect the text to other knowledge (e.g., practical knowledge, historical/cultural context, and background knowledge).
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
- examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts.
- refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts, or events.
- identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc).
- explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text.
- read and understand a wide range of informational and literary texts within grade text level efficiently by the end of the school year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.

Reading Literature/Informational Text

- Introduce Close Reading Routine: Read, Reread, Integrate
- Connect to Essential Question
- Comprehension: Theme, Author's Point of View
- Cite text evidence
- Identify characteristics of different genres: folktales, informational text
- Informational Text: Author's Purpose
- Informational Text: Text Structure
 - Sequence
 - Cause and Effect
 - Compare and Contrast
 - Problem and Solution

Writing

Students will

- produce writing that is clear and understandable to the reader.
- unpack writing tasks (type of writing assignment).
- unpack writing purpose (the writer's designated reason for writing).

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- focus the organization and development of a topic to reflect the task and purpose.
- research a topic through investigation of the topic.
- explore a topic in greater detail by developing a research question that helps bring focus to the topic.
- gather information from multiple sources to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on the choices made while writing.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.

Writing

- Writing to Sources-Write About the Text
 - Analyze the Prompt
 - Analyze Text Evidence
 - Analyze the Model
 - Opinion Statement
 - Reasons and Evidence
 - Word Choice
 - Share the Prompt
- Set up Writer's Notebooks
- Research and Inquiry
 - Problem and Solution Poster

Speaking and Listening

Students will

- use previous knowledge to expand discussions about a topic.
- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.
- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc).

Speaking and Listening

- Build Background-Introduce and discuss the Essential Question.
- Generate words and phrases related to the weekly concept using a graphic

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

organizer.

- View and discuss the Collaborative Conversations: Small Group Video.
- Review the Speaking and Listening Checklist.

Assessments

Formative:

- Teacher observation (anecdotal notes)
- Exit Tickets
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Weekly Tests (Approaching and On-Level)
- Spelling Tests

Benchmark:

- DIBELS 8 Subtests
 - Oral Reading Fluency-Words Correct (ORF-WC) & Accuracy (ORF-ACC)
 - MAZE
- LinkIt Benchmark

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

Science

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What can you discover by observing nature?
- **Read & Respond to a Text**
 - "Trouble in the Oceans"
- **Concept Web**

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- o Students will generate words and phrases related to discoveries in nature.
- **Research and Inquiry**
 - o Students will work with a group to research ocean pollution problems and solutions. Students will then create a problem/solution poster.
- 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Career Readiness, Life Literacies, and Key Skills

- o Read "Trouble in the Oceans" text
- o Students will work with a group to research ocean pollution problems and solutions. Students will then create a problem/solution poster.
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

Technology Integration

- Students will understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media when accessing Google Classroom, participating in class discussions using the Internet, and when researching topics using a variety of sources.
- Students will use a graphic organizer to organize information about problem or issue when creating a problem/solution chart about ocean pollution.
- **9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2)**
- **9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).**

Career Education

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- CRP5. Students will consider the environmental, social and economic impacts of decisions when reading and responding to "Trouble in the Oceans."

Time Frame	11 weeks
Topic	
Unit 1 Big Idea: Eureka! I've Got It! Where can an idea begin? Novel Study: <i>Wonder</i> by R.J. Palacio What are the characteristics of a good friend? How do we demonstrate kindness and respect for others?	
Alignment to Standards	
<u>English Language Arts</u> <i>Foundational Skills: Reading Language:</i> <i>Phonics and Word Recognition</i> ● L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. <i>Fluency</i> ● L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension. ○ A. Read grade-level text with purpose and understanding. ○ B. Read grade-level text orally with accuracy, appropriate rate, and expression. ○ C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <i>Foundational Skills: Writing Language:</i> <i>Sentence Composition (Grammar, Syntax, and Punctuation)</i> ● L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills. ○ A. Avoid fragments, run-ons and rambling sentences, and comma splices. ○ B. Maintain consistency in verb tense; place phrases and clauses;	

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- choose between adjectives and adverbs.
 - C. Ensure agreement between subject and verb and between pronoun and antecedent.
 - D. Distinguish between frequently confused words.
 - E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
 - F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
 - G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
 - H. Spell grade appropriate words correctly, consulting references as needed.
- L.KL.5.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figurative language, including similes and metaphors, in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Use the relationship between particular words (e.g., synonyms,

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

antonyms, homographs) to better understand each of the words.

Reading:

- RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RL.CI.5.2. Determine the theme of a literary text (e.g. stories, plays or poetry) explain how it is supported by key details; summarize the text.
- RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
- RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
- RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
- RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation
- RL.MF.5.6. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

which point(s).

- RL.CT.5.8. Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.
- RI.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about the same or similar topics.



Writing:

- W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 
 - B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate..
 - D. Provide a conclusion related to the opinion presented.
- W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
 - B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - E. Provide a conclusion that follows from the narrated experiences or

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

events.

- W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - A. Consider audience, purpose, and intent before writing.
 - B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - C. Consider writing as a process, including self-evaluation, revision and editing.
 - D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
 - E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use and quote several sources to support the proposed central idea.
- W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
- W.RW.5.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

- SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA Grade 5

information and knowledge gained from the discussions.

- SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.PI.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 🌱
- SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.
- accurately read grade-level poetry and prose aloud.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Foundational Skills: Reading Language

- Phonics/Word Study: short vowels, long vowels, words with /u /, /u /, and /ü/, r -controlled vowels /är/, /âr/, /ôr/, and r -controlled vowel /ûr/
- Fluency: expression, accuracy, intonation, and phrasing

Foundational Skills: Writing Language

- Grammar Skills
 - Sentences
 - Subjects and Predicates
 - Compound Sentences and Conjunctions

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- Complex Sentences
- Run-on Sentences and Fragments
- Grammar Mechanics
 - Punctuate sentences
 - Commas
 - Punctuation in Compound Sentences
 - Using Commas
 - Correcting run-on sentences
- Vocabulary-Acquire and use academic vocabulary (Define/Example/Ask Routine)
 - Strategies: Use Context Clues, Idioms, Homographs, Greek Roots, Greek and Latin Prefixes
- Spelling: short vowels, long vowels, words with /u /, /u /, and /ü/, r -controlled vowels /är/, /âr/, /ôr/, and r -controlled vowel /ûr/.

Foundational Skills: Writing Language

Students will

- define and identify items in a series.
- separate items in a series using appropriate punctuation.
- spell grade-appropriate words correctly.
- use references as needed to aid in spelling.
- decipher the meanings of words and phrases by using sentence context.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- determine the meaning of commonly used prefixes and suffixes.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- identify idioms, adages, and proverbs in text.
- explain the meaning of common idioms, adages, and proverbs.
- determine synonyms and antonyms of words to show meaning.
- identify and explain the difference in meanings in related words, like homographs.

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- use 5th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing contrast, addition, or other relationships.
- choose the most accurate word when discussing a particular topic.
- use knowledge of conjunctions to broaden vocabulary.
- define conjunctions, prepositions, and interjections.
- identify conjunctions, prepositions, and interjections in sentences.
- explain the purpose of conjunctions, prepositions, and interjections in sentences.
- identify sentences in writing that need revision.
- revise writing by expanding, combining, and reducing sentences.
- outline comma rules for setting off introductory words and phrases, the words *yes* and *no*, tag questions, and direct address.
- identify introductory words and phrases.
- separate an introductory element from the rest of the sentence by using commas.
- define correlative conjunctions and explain the purpose.
- use correlative conjunctions appropriately when writing or speaking.
- apply comma rules to set off the words *yes* and *no* in sentences.
- apply comma rules to set off a tag question from the rest of the sentence.
- apply comma rules to indicate direct address.
- indicate a title by using the proper punctuation for the text.

Reading Literature/Informational Text

Students will

- read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- identify the narrator's point of view.
- explain how the point of view impacts the events in the text.

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- discuss the similarities and differences unique to the various perspectives presented in text.
- give descriptions about how the information is presented for each perspective.
- synthesize information from multiple sources.
- use media efficiently to answer questions and to solve problems.
- identify the relationships or interactions between people, places and ideas in text.
- explain the relationship to analyze the text.
- find the similarities and differences in the structure of two or more texts.
- determine the impact of the structure on text meaning.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific).
- identify metaphors and similes.
- analyze similes and metaphors in text and how it impacts the reader.
- identify the points or claims an author makes in a text.
- identify reasons and evidence for those points or claims made.
- prove each point with evidence from the text.
- explain how an author uses proof to support a point in the text.
- find similarities and differences in themes and topics when reading stories of the same genre.
- connect the text to other knowledge (e.g., practical knowledge, historical/cultural context, and background knowledge).
- identify the similarities and differences in the structure of various traditional texts (e.g. stories, myths, and traditional literature from different cultures).
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
- examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts.
- refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts, or events.
- read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year.

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.

Reading Literature/Informational Text

- Comprehension Strategies: Reread, Ask and Answer Questions
- Cite relevant evidence from text
- Comprehension Skills: Characters, Setting, Plot: Sequence, Problem and Solution, Text Structure: Cause and Effect, Text Structure: Sequence, Author's Point of View
- Identify characteristics of different genres: Realistic Fiction, Narrative Nonfiction, Biography, Persuasive Article
- Use text features to aid in comprehension: illustrations and photographs; headings and graphs
- Close Reading Routine: Read, Reread, Integrate
- Make Text Connections: Close Reading Companion
 - Text to Media
 - Text to Photography
 - Text to Fine Art

Writing

Students will

- organize ideas using various strategies.
- introduce a topic clearly.
- compose a clear thesis statement.
- provide a general observation and focus.
- group related information logically.
- use text features such as headings, illustrations, and multimedia to support the information when appropriate.
- purposefully select information to develop the topic.
- link ideas within paragraphs and sections of information.
- use transitional words, phrases, and clauses.
- select specific language and vocabulary to convey ideas and information.
- use dialogue and description to develop experiences and events.
- show the responses of characters to situations, when appropriate.
- use concrete words and phrases to relay story details.
- use sensory details to convey experiences and events precisely.

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- organize ideas into a specific structure in which ideas are logically grouped to support the writer's purpose.
- logically order reasons that are supported by facts and details.
- research a topic through investigation of the topic.
- explore a topic in greater detail by developing a research question that helps bring focus to the topic.
- gather information from multiple sources to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- use strategies for reading literary and informational text to investigate topics.
- refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events.
- explain how an author uses proof to support a point in informational text.
- prove each point with evidence from the text.
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on the choices made while writing.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.

Writing

- Write to Sources
 - Draw evidence from literature
 - Write a narrative text: descriptive details, voice (style and tone)
 - Write informative text: strong words, sequence
 - Write an opinion: sentence fluency
- Conduct short research on a topic.
- Writing Process: Focus on Narrative Writing
- Research and Inquiry Projects
 - Money and Loans-Venn Diagram
 - Great Inventions-Timeline
 - National Parks-Promotional Map
 - History of a Groundbreaking Invention-Shared Research Board

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- Invention and Technology-Persuasive Speech
- Students and teachers will choose a Week of Respect project in connection with *Wonder*. Students and teachers can create their own projects aligned to NJSL standards.

Speaking and Listening

Students will

- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.
- engages as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc).
- report on a topic or text, telling a story, or recounting an event in an organized, logical manner.
- present information orally and in coherent, spoken sentences.
- use an appropriate pace when presenting.
- present and logically support personal opinions.
- identify the key points and supporting details of a text presented orally.
- summarize a written text read aloud or information presented in multiple formats.
- identify the key points and supporting details of a text presented orally.
- summarize a written text read aloud or information presented in multiple formats.

Speaking and Listening

- Build Background Knowledge
 - Introduce and discuss the Essential Question.
 - Generate words and phrases related to the weekly concept.
- Listening Comprehension
 - Interactive Read Aloud: Listen for a purpose
 - Connect to Concept
 - Preview Genres: Realistic Fiction, Narrative Nonfiction, Biography, Persuasive Article
 - Preview Comprehension Strategies: Reread, Ask and Answer Questions
 - Respond to Reading-Week of Respect project

Assessments

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

Formative:

- Teacher observation (anecdotal notes)
- Exit Tickets (Writing in Response to Reading)
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Weekly Tests (Approaching and On-Level)
- Spelling Tests

Benchmark:

- DIBELS 8 Subtests
 - Oral Reading Fluency-Words Correct (ORF-WC) & Accuracy (ORF-ACC)
 - MAZE
- LinkIt Benchmark

Alternative:

- Research and Inquiry Projects
- Week of Respect *Wonder* project

Interdisciplinary Connections

Social Studies

Week 1

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do we get the things we need?
- **Read & Respond to a Variety of Texts**
 - "Finding a Way"
 - "A Fresh Idea"
 - *One Hen*
 - "Banks: Their Business and Yours"
- **Research and Inquiry Project**

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- o Students will work with a group to research ways people raise money to start a business or help a charity. They will create a Venn diagram to compare and contrast loans and donations.
- 6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.

Week 2

- **Build Background & Engage in Collaborative Conversations**
 - o Essential Question: What can lead us to rethink an idea?
- **Read & Respond to a Variety of Texts**
 - o "Shelter in a Storm"
 - o "Whitewater Adventure"
 - o *Second Day, First Impressions*
 - o "Lost in the Museum Wings"
- **Research and Inquiry Project**
 - o Students will work in groups to research the process of how a particular invention came to be. They will construct timelines showing how that invention changed or improved over time.
- 6.1.5.EconNE.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

Week 4

- **Build Background & Engage in Collaborative Conversations**
 - o Essential Question: How does technology lead to creative ideas?
- **Read & Respond to a Variety of Texts**
 - o "A Pioneer of Photography"
 - o "Fantasy Becomes Fact"
 - o *The Boy Who Invented TV*
 - o "Time to Invent"
- **Research and Inquiry Project**
 - o Students will work in groups to research a groundbreaking invention.
- 6.1.5.EconNE.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

Week 5

- **Build Background & Engage in Collaborative Conversations**

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- o Essential Question: What are the positive and negative effects of new technology?
- **Read & Respond to a Variety of Texts**
 - o "Electronic Books"
 - o "Are Electronic Devices Good for Us?"
 - o *The Future of Transportation*
 - o "Getting from Here to There"
- **Research and Inquiry Project**
 - o Students will further investigate an invention they researched in a previous week. They will present a short persuasive speech to convince listeners that the effects of the invention or technology are either positive or negative.
- 6.1.5.EconNE.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

Career Readiness, Life Literacies, and Key Skills

- Students will explain how income affects spending decisions when reading and responding to texts about savings accounts, banks, and loans.
- **9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.**
- **9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.**
- **9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process.**

Technology Integration

- Students will research technologies that have changed due to society's changing needs and wants when completing the research and inquiry projects in the unit.
- **9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process.**
- Students will format a document using a word processing application (Google Docs) to enhance text and include graphics, symbols and/ or pictures. Google Docs and Google Slides will be used to present research and inquiry projects and to respond to reading through writing.
- **9.4.5.IML.2: Create a visual representation to organize information about**

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

a problem or issue.

Career Education

- CRP3. Students will attend to personal health and financial well-being when reading and responding to texts about savings accounts, banks, and loans.
- CRP7. Students will employ valid and reliable research strategies when researching a groundbreaking invention or technology.
- CRP5. Students will consider the environmental, social and economic impacts of decisions when presenting a short speech on the positive and negative effects of a specific technology or invention.
- CRP1. Students will act as a responsible and contributing citizen and employee when reading *Wonder* and demonstrating respect for others.

Time Frame

6 weeks

Topic

Unit 2 Big Idea: Taking the Next Step
What does it take to put a plan into action?

Alignment to Standards

English Language Arts

Foundational Skills: Reading Language:

Phonics and Word Recognition

- L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

- L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

Foundational Skills: Writing Language:

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
 - D. Distinguish between frequently confused words.
 - E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
 - H. Spell grade appropriate words correctly, consulting references as needed.
- L.KL.5.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figurative language, including similes and metaphors, in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Reading:

- RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CR.5.1. Quote accurately from an informational text when explaining what

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

the text says explicitly and make relevant connections when drawing inferences from the text.

- RL.CI.5.2. Determine the theme of a literary text (e.g. stories, plays or poetry) explain how it is supported by key details; summarize the text.
- RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
- RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
- RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
- RL.MF.5.6. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RL.CT.5.8. Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.
- RI.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about the same or similar topics.



Writing:

- W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- o B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - o C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
 - o D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - o E. Provide a conclusion related to the information of explanation presented.
- W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - o A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - o B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - o C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - o A. Consider audience, purpose, and intent before writing.
 - o B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - o C. Consider writing as a process, including self-evaluation, revision and editing.
 - o D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use and quote several sources to support the proposed central idea.
- W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented;

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

and provide a list of sources.

- W.RW.5.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

- SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.PI.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 🌱
- SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA Grade 5

- use various strategies to understand text and read with purpose.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Foundational Skills: Reading Language

- Phonics/Word Study: variant vowel /o/; diphthongs /oi/, /ou/, plurals, inflectional endings, contractions, closed syllables.
- Fluency: rate, expression, accuracy, phrasing

Foundational Skills: Writing Language

Students will

- use 5th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing contrast, addition, or other relationships.
- choose the most accurate word when discussing a particular topic.
- use knowledge of conjunctions to broaden vocabulary.
- decipher the meanings of words and phrases by using sentence context.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences.
- spell grade-appropriate words correctly.
- use references as needed to aid in spelling.
- identify similes and metaphors in text.
- infer the meaning of simple similes and metaphors.
- determine synonyms and antonyms of words to show meaning.
- identify and explain the difference in meanings in related words, like homographs.
- define conjunctions, prepositions, and interjections.
- identify conjunctions, prepositions, and interjections in sentences.
- explain the purpose of conjunctions, prepositions, and interjections in sentences.
- determine the meaning of commonly used prefixes and suffixes.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- indicate a title by using the proper punctuation for the text.
- explain the different types of punctuation used to indicate title and why.

Foundational Skills: Writing Language

- Grammar Skills
 - Kinds of Nouns
 - Singular and Plural Nouns
 - Regular and Irregular Plurals
 - Possessive Nouns
 - Prepositional Phrases
- Grammar Mechanics
 - Capitalizing Proper Nouns
 - Forming Plural Nouns
 - Plural Forms and Appositives
 - Adding -s or 's
 - Punctuating titles and letters
- Vocabulary-Acquire and use academic vocabulary (Define/Example/Ask Routine)
 - Strategies: Use Context Clues, Similes and Metaphors, Greek and Latin Suffixes, Personification, Homographs
- Spelling: variant vowel /o/; diphthongs /oi/, /ou/, plurals, inflectional endings, contractions, closed syllables.

Reading Literature Text

Students will

- identify the key details in a text.
- analyze the actions and thoughts of characters or speakers in texts, looking for patterns.
- identify the theme of the text.
- determine central message or theme.
- examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts.
- refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts or events.
- synthesize information from multiple sources.
- use media efficiently to answer questions and to solve problems.

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.
- find similarities and differences in themes and topics when reading stories of the same genre.
- connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge).
- identify the similarities and differences in the structure (e.g., the quest) of various traditional texts (e.g. stories, myths, and traditional literature from different cultures).
- read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.

Reading Informational Text

Students will

- identify the relationships or interactions between people, places and ideas in text.
- explain the relationship to analyze the text.
- read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific).
- identify metaphors and similes.
- analyze similes and metaphors in text and how it impacts the reader.
- find the similarities and differences in the structure of two more texts.
- determine the impact of the structure on text meaning.
- find similarities and differences in themes and topics when reading stories of the same genre
- connect the text to other knowledge (e.g. practical knowledge,

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

historical/cultural context, and background knowledge).

- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

Reading Literature/Informational Text

- Comprehension Strategies: Make Predictions, Reread
- Cite relevant evidence from text
- Comprehension Skills: Text Structure: Problem and Solution, Character, Setting, Plot: Compare and Contrast, Text Structure: Sequence, Theme
- Identify characteristics of different genres: Expository Text, Fairy Tales, Biography, Folktales
- Use text features to aid in comprehension: headings; timeline; illustrations and photographs;
- Close Reading Routine: Read, Reread, Integrate
- Make Text Connections: Close Reading Companion
 - Text to Photography
 - Text to Poetry
 - Text to Media

Writing

Students will

- organize ideas using various strategies.
- introduce a topic clearly.
- compose a clear thesis statement.
- provide a general observation and focus.
- group related information logically.
- use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate.
- purposefully select information to develop the topic.
- link ideas within paragraphs and sections of information.
- use transitional words, phrases, and clauses.
- select specific language and vocabulary to convey ideas and information.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on the choices made while writing.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.
- compose a story hook to engage the reader.
- establish the story's background or situation.

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- introduce a narrator and/or characters.
- purposefully arrange events to make the story flow.
- use a variety of transitional words and phrases to manage the sequence of events.
- use dialogue and description to develop experiences and events.
- show the responses of characters to situations, when appropriate.
- produce writing that is clear and understandable to the reader.
- unpack writing tasks (type of writing assignment).
- unpack writing purpose (the writer's designated reason for writing).
- focus the organization and development of a topic to reflect the task and purpose.
- practice revising and editing skills.
- change word choice and sentence structure in writing to strengthen the piece.
- use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing.
- recognize spelling, grammar, and punctuation errors.
- employ strategies for correcting errors with assistance (conferences, check sheets, peer editing).
- locate information from print and digital sources.
- integrate information from personal experiences.
- include a list of sources used.
- take notes on information gathered from the sources to support the topic.
- synthesize information to avoid plagiarism.
- organize information into categories.
- research a topic through investigation of the topic.
- explore a topic in greater detail by developing a research question that helps bring focus to the topic.
- gather information from multiple sources to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- use strategies for reading literary and informational text to investigate topics.
- refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events.
- explain how an author uses proof to support a point in informational text.
- prove each point with evidence from the text.
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

Writing

- Write to Sources
 - Draw evidence from literature
 - Write a narrative text: strong openings, sequence, precise language
 - Write informative text: main ideas, supporting details
- Conduct short research on a topic.
- Research and Inquiry Project: Informative
 - Investigate Solar Energy

Speaking and Listening

Students will

- use previous knowledge to expand discussions about a topic.
- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.
- engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc).
- identify the key points and supporting details of a text presented orally.
- summarize a written text read aloud of information presented in multiple formats.

Speaking and Listening

- Build Background Knowledge
 - Introduce and discuss the Essential Question.
 - Generate words and phrases related to the weekly concept.
- Listening Comprehension
 - Interactive Read Aloud: Listen for a purpose
 - Connect to Concept
 - Preview Genres: Expository Text, Fairy Tales, Biography, Folktales, Realistic Fiction
 - Preview Comprehension Strategies: Reread, Make Predictions
 - Respond to Reading

Assessments

Formative:

- Teacher observation (anecdotal notes)

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- Exit Tickets
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Weekly Tests (Approaching and On-Level)
- Spelling Tests

Benchmark:

- N/A

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

Social Studies

Week 1

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What do good problem solvers do?
- **Read & Respond to a Variety of Texts**
 - "The Mayflower Compact"
 - "Creating a Nation"
 - *Who Wrote the U.S. Constitution?*
 - "Parchment and Ink"
- 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

Science

Week 3

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do we investigate questions about nature?
- **Read & Respond to a Variety of Texts**
 - "Thomas Moran, Landscape Painter"
 - "Growing in Place: The Story of E. Lucy Braun"
 - *The Boy Who Drew Birds*
 - "Daedalus and Icarus"
- 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Visual and Performing Arts

- **Reader's Theater**
 - "A Boy Named Abe"
- 1.1.5.C.1- Evaluate the characteristics of a well-made play in a variety of scripts and performances.

Career Readiness, Life Literacies, and Key Skills

- Students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career when reading and responding to texts about developing a plan to accomplish a task.
- **9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.**

Technology Integration

- Students will utilize critical thinking to make sense of problems and persevere in solving them when reading and responding to texts about what good problem solvers do.
- **9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem .**

Career Education

- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about a text.

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- CRP8. Students will utilize critical thinking to make sense of problems and persevere in solving them when reading and responding to texts about what good problem solvers do.
- CRP10. Students will plan education and career paths aligned to personal goals when reading and responding to texts about motivation and achieving personal goals.

Time Frame	6 weeks
Topic	
Unit 3 Big Idea: Getting from Here to There What kinds of experiences can lead to new discoveries?	
Alignment to Standards	
<u>English Language Arts</u> <i>Foundational Skills: Reading Language:</i> <i>Phonics and Word Recognition</i> ● L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. <i>Fluency</i> ● L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension. ○ A. Read grade-level text with purpose and understanding. ○ B. Read grade-level text orally with accuracy, appropriate rate, and expression. ○ C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <i>Foundational Skills: Writing Language:</i> <i>Sentence Composition (Grammar, Syntax, and Punctuation)</i> ● L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills. ○ B. Maintain consistency in verb tense; place phrases and clauses;	

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- choose between adjectives and adverbs.
- C. Ensure agreement between subject and verb and between pronoun and antecedent.
- D. Distinguish between frequently confused words.
- E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
- H. Spell grade appropriate words correctly, consulting references as needed.
- L.KL.5.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Reading:

- RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RL.CI.5.2. Determine the theme of a literary text (e.g. stories, plays or poetry) explain how it is supported by key details; summarize the text.
- RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

- RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
- RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.
- RL.MF.5.6. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RL.CT.5.8. Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics..
- RI.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about the same or similar topics.



Writing:

- W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
 - B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
 - C. Link opinion and reasons using words, phrases, and clauses (e.g.,

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- consequently, specifically).
 - o D. Provide a conclusion related to the opinion presented.
- W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - o A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
 - o B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - o C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
 - o D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - o E. Provide a conclusion related to the information of explanation presented.
- W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - o B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - o D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - o A. Consider audience, purpose, and intent before writing.
 - o B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - o C. Consider writing as a process, including self-evaluation, revision and editing.
 - o D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use and quote several sources to support the proposed central idea.
- W.SE.5.6. Gather relevant information from multiple valid and reliable print and

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

- W.RW.5.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

- SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.PI.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 🌱
- SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.
- accurately read grade-level poetry and prose aloud.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Foundational Skills: Reading Language

- Phonics/Word Study: open syllables, open syllables (v/v), vowel team syllables, consonant + le syllables, r-controlled vowel syllables.
- Fluency: rate, intonation, expression, accuracy, phrasing

Foundational Skills: Writing Language

Students will

- use 5th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing contrast, addition, or other relationships.
- choose the most accurate word when discussing a particular topic.
- use knowledge of conjunctions to broaden vocabulary.
- spell grade-appropriate words correctly.
- use references as needed to aid in spelling.
- determine synonyms and antonyms of words to show meaning.
- identify and explain the difference in meanings in related words, like homographs.
- identify the tense of verbs describe time, sequences, states, and conditions in reading.
- identify and correct inappropriate shifts in verb tense in writing.
- decipher the meanings of words and phrases by using sentence context.
- determine the meaning of commonly used prefixes and suffixes.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- identify the tense of verbs.
- identify the perfect verb tenses in writing.
- conjugate verbs using the perfect verb tenses.

Foundational Skills: Writing Language

- Grammar Skills
 - Action Verbs
 - Verb Tenses
 - Main Verbs and Helping Verbs
 - Linking Verbs
 - Irregular Verbs
- Grammar Mechanics
 - Subject-verb agreement
 - Avoid shifting tenses
 - Special helping verbs; contractions; troublesome words
 - Punctuating titles and product names
 - Correct verb usage
- Vocabulary-Acquire and use academic vocabulary (Define/Example/Ask Routine)
 - Strategies: Use Context Clues: Cause and Effect, Comparison, Sentence Clues, Greek and Latin Roots
- Spelling-open syllables, open syllables (v/v), vowel team syllables, consonant + le syllables, r-controlled vowel syllables.

Reading Literature Text

Students will

- read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- identify the key details in a text.
- analyze the actions and thoughts of characters or speakers in texts, looking for patterns.
- identify the theme of the text.
- determine the central message or theme.
- read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

success in school and life by encountering appropriately complex texts.

- read texts with scaffolding as needed.
- find similarities and differences in themes and topics when reading stories of the same genre
- connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge).
- identify the similarities and differences in the structure (e.g. the quest) of various traditional texts (e.g. stories, myths, and traditional literature from different cultures).
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g. figurative, academic, domain-specific).
- identify metaphors and similes.
- analyze similes and metaphors in text and how it impacts the reader.

Reading Informational Text

Students will

- identify the relationships or interactions between people, places and ideas in text.
- explain the relationship to analyze the text.
- summarize the key points of a text.
- identify details to support the main idea.
- identify at least two main ideas in informational texts.
- explain how the author supports main ideas in informational text with key details.
- read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.
- find similarities and differences in themes and topics when reading stories of the same genre.
- connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge).
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
- read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- discuss the similarities and differences unique to the various perspectives.
- give descriptions about how the information is presented for each perspective.
- identify the points or claims an author makes in a text.
- identify reasons and evidence for those points or claims made.
- prove each point with evidence from the text.
- explain how an author uses proof to support a point in the text.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific).
- identify metaphors and similes.
- analyze similes and metaphors in text and how it impacts the reader.

Reading Literature/Informational Text

- Comprehension Strategies: Summarize, Ask and Answer Questions
- Cite relevant evidence from text
- Comprehension Skills: Theme, Main Idea and Details, Author's Point of View
- Identify characteristics of different genres: Realistic Fiction, Fantasy, Expository Text, Persuasive Article
- Use text features to aid in comprehension: diagrams; photographs and captions
- Close Reading Routine: Read, Reread, Integrate
- Make Text Connections: Close Reading Companion
 - Text to Music
 - Text to Poetry
 - Text to Fine Art
 - Text to Photography

Writing

Students will

- use dialogue and description to develop experiences and events.
- show the responses of characters to situations, when appropriate.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on the choices made while writing.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.
- research a topic through investigation of the topic.
- explore a topic in greater detail by developing a research question that helps

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA Grade 5

bring focus to the topic.

- gather information from multiple sources to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- distinguish fact from opinions.
- organize text by using a specific organizational structure (i.e.: cause/effect, chronological order, etc).
- group supporting details to support the writer's purpose.
- introduce a topic or text clearly.
- state an opinion to be supported with evidence.
- write a thesis statement to focus the writing.
- provide a conclusion or section related to the opinion presented .
- organize ideas using various strategies.
- purposefully select information to develop the topic.
- produce writing that is clear and understandable to the reader.
- unpack writing tasks (type of writing assignment).
- unpack writing purpose (the writer's designated reason for writing).
- focus the organization and development of a topic to reflect the task and purpose.
- locate information from print and digital sources.
- integrate information from personal experiences.
- include a list of sources used.
- take notes on information gathered from the sources to support the topic.
- synthesize information to avoid plagiarism.
- organize information into categories.
- logically order reasons that are supported by facts and details.
- organize ideas into a specific structure in which ideas are logically grouped to support the writer's purpose.
- practice revising and editing skills.
- change word choice and sentence structure in writing to strengthen the piece.
- use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing.
- recognize spelling, grammar, and punctuation errors.
- employ strategies for correcting errors with assistance (conferences, check sheets, peer editing).
- use strategies for reading literary and informational text to investigate topics.
- refer to specific details in literary text when finding the similarities and differences between two more characters, setting or events.

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- explain how an author uses proof to support a point in informational text.
- prove each point with evidence from the text.
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

Writing

- Write to Sources
 - Draw evidence from literature
 - Write a narrative text: formal and informal voice
 - Write an opinion: word choice (connotation and denotation), strong conclusions
 - Write informative text: relevant evidence, transitions
- Conduct short research on a topic.
- Research and Inquiry Project: Opinion
 - Water Conservation

Speaking and Listening

Students will

- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc).
- use previous knowledge to expand discussions about a topic.
- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.
- engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- identify the key points and supporting details of a text presented orally.
- summarize a written text read aloud or information presented in multiple formats.

Speaking and Listening

- Build Background Knowledge
 - Introduce and discuss the Essential Question.
 - Generate words and phrases related to the weekly concept.
- Listening Comprehension
 - Interactive Read Aloud: Listen for a purpose
 - Connect to Concept
 - Preview Genres: Realistic Fiction, Fantasy, Expository Text, Persuasive Article
 - Preview Comprehension Strategies: Reread, Make Predictions

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- Respond to Reading

Assessments

Formative:

- Teacher observation (anecdotal notes)
- Exit Tickets
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Weekly Tests (Approaching and On-Level)
- Spelling Tests

Benchmark:

- N/A

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

Social Studies

Week 5

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do we explain what happened in the past?
- **Read & Respond to a Variety of Texts**
 - "Stonehenge: Puzzle from the Past"
 - "What Was the Purpose of the Inca's Strange Strings?"
 - *Machu Picchu: Ancient City*
 - "Dig This Technology!"
- 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

Science

Week 2

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How can learning about nature be useful?
- **Read & Respond to a Variety of Texts**
 - "Lucia the Hummingbird"
 - "Survivaland"
 - *Weslandia*
 - "Plants with a Purpose"
- 5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.

Week 4

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What benefits come from people working as a group?
- **Read & Respond to a Variety of Texts**
 - "Teamwork in Space"
 - "Gulf Spill Superheroes"
 - *Winter's Tail*
 - "Helping Hands"
- 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Visual and Performing Arts

- **Reader's Theater**
 - "A Thousand Miles to Freedom"
- 1.1.5.C.3 -Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.
- 1.1.5.C.1- Evaluate the characteristics of a well-made play in a variety of scripts and performances.

Career Readiness, Life Literacies, and Key Skills

- Students will evaluate how traditional and nontraditional careers have evolved

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

regionally, nationally, and globally when learning about different cultures and what they can teach us.

- **9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.**

Technology Integration

- Students will compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences when reading and responding to texts about the Incas and Machu Picchu.
- **9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.**

Career Education

- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about a text.
- CRP12. Students will work productively in teams while using cultural global competence when reading and responding to texts about what learning about different cultures can teach us.

Time Frame	6 weeks
------------	---------

Topic

Unit 4 Big Idea: It's Up to You
How do we decide what's important?

Alignment to Standards

English Language Arts

Foundational Skills: Reading Language:

Phonics and Word Recognition

- L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

Fluency

- L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language:

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
 - C. Ensure agreement between subject and verb and between pronoun and antecedent.
 - E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
 - H. Spell grade appropriate words correctly, consulting references as needed.
- L.KL.5.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figurative language, including similes and metaphors, in context.
 - B. Recognize and explain the meaning of common idioms, adages, and

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

proverbs.

- C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Reading:

- RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RL.CI.5.2. Determine the theme of a literary text (e.g. stories, plays or poetry) explain how it is supported by key details; summarize the text.
- RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
- RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
- RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
- RL.MF.5.6. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

web pages) and explain how the information contributes to an understanding of the text in which it appears.

- RL.CT.5.8. Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.
- RI.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about the same or similar topics.



Writing:

- W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
 - B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
 - C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - E. Provide a conclusion related to the information of explanation presented.
- W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- experiences and events precisely.
 - o E. Provide a conclusion that follows from the narrated experiences or events.
- W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - o A. Consider audience, purpose, and intent before writing.
 - o B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - o C. Consider writing as a process, including self-evaluation, revision and editing.
 - o D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use and quote several sources to support the proposed central idea.
- W.RW.5.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

- SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - o A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - o B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - o C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - o D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.PI.5.4. Report on a topic or text or present an opinion, sequencing ideas

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 🌱

- SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Reading Foundational Skills

- Phonics/Word Study: words with final /el/ and /en/, prefixes, homographs, words with /cher/ and /zher/, suffixes -ance and -ence.
- Fluency: expression, rate, accuracy, and phrasing

Foundational Skills: Writing Language

Students will

- use 5th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing contrast, addition, or other relationships.
- choose the most accurate word when discussing a particular topic.
- use knowledge of conjunctions to broaden vocabulary.
- decipher the meanings of words and phrases by using sentence context.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- explain the function of nouns, pronouns, verbs, adjectives and adverbs in

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

general and their functions in particular sentences.

- spell grade-appropriate words correctly.
- use references as needed to aid in spelling.
- identify similes and metaphors in text.
- infer the meaning of simple similes and metaphors.
- determine synonyms and antonyms of words to show meaning.
- identify and explain the difference in meanings in related words, like homographs.
- define conjunctions, prepositions, and interjections.
- identify conjunctions, prepositions, and interjections in sentences.
- explain the purpose of conjunctions, prepositions, and interjections in sentences.
- determine the meaning of commonly used prefixes and suffixes.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- indicate a title by using the proper punctuation for the text.
- explain the different types of punctuation used to indicate title and why.

Foundational Skills: Writing Language

- Grammar Skills
 - Pronouns and Antecedents
 - Kinds of Pronouns
 - Pronoun-Verb Agreement
 - Possessive Pronouns
 - Pronouns and Homophones
- Grammar Mechanics
 - Pronoun-antecedent agreement in number and gender
 - Use quotation marks in dialogue.
 - Use abbreviations
 - Apostrophes, possessives, and reflexive pronouns
 - Punctuating Poetry
- Vocabulary-Acquire and use academic vocabulary (Define/Example/Ask Routine)
 - Strategies: Synonyms and Antonyms, Adages and Proverbs, Prefixes and Suffixes, Context Clues: Definitions and Restatements, Similes and Metaphors

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- Spelling: words with final /el/ and /en/, prefixes, homographs, words with /cher/ and /zher/, suffixes -ance and -ence.

Reading Literature Text

Students will

- identify the key details in a text.
- analyze the actions and thoughts of characters or speakers in texts, looking for patterns.
- identify the theme of the text.
- determine central message or theme.
- examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts.
- refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts or events.
- synthesize information from multiple sources.
- use media efficiently to answer questions and to solve problems.
- read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.
- find similarities and differences in themes and topics when reading stories of the same genre.
- connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge).
- identify the similarities and differences in the structure (e.g., the quest) of various traditional texts (e.g. stories, myths, and traditional literature from different cultures).
- read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.

Reading Informational Text

Students will

- identify the relationships or interactions between people, places and ideas in

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

text.

- explain the relationship to analyze the text.
- read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific).
- identify metaphors and similes.
- analyze similes and metaphors in text and how it impacts the reader.
- find the similarities and differences in the structure of two more texts.
- determine the impact of the structure on text meaning.
- find similarities and differences in themes and topics when reading stories of the same genre
- connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge).
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

Reading Literature/Informational Text

- Comprehension Strategies: Visualize; Summarize
- Cite relevant evidence from text
- Comprehension Skills: Point of View; Author's Point of View
- Identify characteristics of different genres: Tall Tale, Drama, Biography, Expository Text
- Close Reading Routine: Read, Reread, Integrate
- Make Text Connections: Close Reading Companion
 - Text to Media
 - Text to Poetry
 - Text to Modern Art
 - Text to Fine Art

Writing

Students will

- organize ideas using various strategies.
- introduce a topic clearly.
- compose a clear thesis statement.
- provide a general observation and focus.

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- group related information logically.
- use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate.
- purposefully select information to develop the topic.
- link ideas within paragraphs and sections of information.
- use transitional words, phrases, and clauses.
- select specific language and vocabulary to convey ideas and information.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on the choices made while writing.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.
- compose a story hook to engage the reader.
- establish the story's background or situation.
- introduce a narrator and/or characters.
- purposefully arrange events to make the story flow.
- use a variety of transitional words and phrases to manage the sequence of events.
- use dialogue and description to develop experiences and events.
- show the responses of characters to situations, when appropriate.
- produce writing that is clear and understandable to the reader.
- unpack writing tasks (type of writing assignment).
- unpack writing purpose (the writer's designated reason for writing).
- focus the organization and development of a topic to reflect the task and purpose.
- practice revising and editing skills.
- change word choice and sentence structure in writing to strengthen the piece.
- use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing.
- recognize spelling, grammar, and punctuation errors.
- employ strategies for correcting errors with assistance (conferences, check sheets, peer editing).
- locate information from print and digital sources.
- integrate information from personal experiences.
- include a list of sources used.
- take notes on information gathered from the sources to support the topic.
- synthesize information to avoid plagiarism.

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- organize information into categories.
- research a topic through investigation of the topic.
- explore a topic in greater detail by developing a research question that helps bring focus to the topic.
- gather information from multiple sources to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- use strategies for reading literary and informational text to investigate topics.
- refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events.
- explain how an author uses proof to support a point in informational text.
- prove each point with evidence from the text.
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

Writing

- Write to Sources
 - Draw evidence from literature
 - Write a narrative text: voice (style and tone); develop characters
 - Write informative text: logical order
 - Write opinions: transitions; sensory language
- Conduct short research on a topic.
- Research and Inquiry Project: Narrative
 - Write About Lewis and Clark

Speaking and Listening

Students will

- use previous knowledge to expand discussions about a topic.
- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.
- engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc).
- identify the key points and supporting details of a text presented orally.
- summarize a written text read aloud of information presented in multiple formats.

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA Grade 5

Speaking and Listening

- Build Background Knowledge
 - Introduce and discuss the Essential Question.
 - Generate words and phrases related to the weekly concept.
- Listening Comprehension
 - Interactive Read Aloud: Listen for a purpose
 - Connect to Concept
 - Preview Genres: Tall Tale, Mystery Play, Biography, Expository Text
 - Preview Comprehension Strategies: Visualize; Summarize
 - Respond to Reading

Assessments

Formative:

- Teacher observation (anecdotal notes)
- Exit Tickets
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Weekly Tests (Approaching and On-Level)
- Spelling Tests

Benchmark:

- LinkIt Benchmark

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

Social Studies

Week 3

- Build Background & Engage in Collaborative Conversations

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA Grade 5

- o Essential Question: What can people do to bring about a positive change?
- **Read & Respond to a Variety of Texts**
 - o "Fighting for Change"
 - o "Frederick Douglass: Freedom's Voice"
 - o *Rosa*
 - o "Our Voices, Our Votes"
- 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
- 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.

Science

Week 4

- **Build Background & Engage in Collaborative Conversations**
 - o Essential Question: Why are natural resources valuable?
- **Read & Respond to a Variety of Texts**
 - o "Minerals"
 - o "Power from Nature"
 - o *One Well*
 - o "The Dirt on Dirt"
- 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Visual and Performing Arts

- **Reader's Theater**
 - o "The Golden Door"
- 1.1.5.C.4-Explain the function of sensory recall and apply it to character development.

Career Readiness, Life Literacies, and Key Skills

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

Technology Integration

- Students will format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures when reading and responding to texts using Google Docs.
- **9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols**

Career Education

- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about a text.
- CRP5. Students will consider the environmental, social and economic impacts of decisions when reading and responding to texts about fighting for women's right to vote and Frederick Douglass' fight for freedom.

Time Frame

10 weeks

Topic

**Unit 5 Big Idea: New Perspectives
In what ways can things change?**

Alignment to Standards

English Language Arts

Foundational Skills: Reading Language:

Phonics and Word Recognition

- L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language:

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
 - A. Avoid fragments, run-ons and rambling sentences, and comma splices.
 - B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
 - D. Distinguish between frequently confused words.
 - F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
 - G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
 - H. Spell grade appropriate words correctly, consulting references as needed.
- L.KL.5.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA Grade 5

- clues to the meaning of a word (e.g., photograph, photosynthesis).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figurative language, including similes and metaphors, in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Reading:

- RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RL.CI.5.2. Determine the theme of a literary text (e.g. stories, plays or poetry) explain how it is supported by key details; summarize the text.
- RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
- RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
- RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.
- RL.MF.5.6. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RL.CT.5.8. Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.
- RI.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about the same or similar topics.



Writing:

- W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
 - B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
 - C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
 - D. Provide a conclusion related to the opinion presented.
- W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- o B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - o D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - o B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - o C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - o D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - o A. Consider audience, purpose, and intent before writing.
 - o C. Consider writing as a process, including self-evaluation, revision and editing.
 - o D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use and quote several sources to support the proposed central idea.
- W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
- W.RW.5.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

- SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA Grade 5

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.PI.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 🌱
- SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Foundational Skills: Reading Language

- Phonics/Word Study: suffixes, homophones, prefixes, suffixes -less and -ness, suffix -ion
- Fluency: rate, expression, accuracy, phrasing

Foundational Skills: Writing Language

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

Students will

- use 5th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing contrast, addition, or other relationships.
- choose the most accurate word when discussing a particular topic.
- use knowledge of conjunctions to broaden vocabulary.
- decipher the meanings of words and phrases by using sentence context.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences.
- spell grade-appropriate words correctly.
- use references as needed to aid in spelling.
- identify similes and metaphors in text.
- infer the meaning of simple similes and metaphors.
- determine synonyms and antonyms of words to show meaning.
- identify and explain the difference in meanings in related words, like homographs.
- define conjunctions, prepositions, and interjections.
- identify conjunctions, prepositions, and interjections in sentences.
- explain the purpose of conjunctions, prepositions, and interjections in sentences.
- determine the meaning of commonly used prefixes and suffixes.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- indicate a title by using the proper punctuation for the text.
- explain the different types of punctuation used to indicate title and why

Language

- Grammar Skills
 - Independent and Dependent Clauses
 - Complex Sentences
 - Adjectives

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA Grade 5

- Adjectives That Compare
- Comparing with Good and Bad
- Grammar Mechanics
 - Appositives (commas)
 - Use commas with essential and nonessential clauses.
 - Capitalization and punctuation
 - Using more and most
 - Irregular comparative forms
- Vocabulary-Acquire and use academic vocabulary (Define/Example/Ask Routine)
 - Strategies: Context Clues: Comparison; Paragraph Clues, Idioms, Greek Roots, Root Words
- Spelling: suffixes, homophones, prefixes, suffixes -less and -ness, suffix -ion

Reading Literature Text

Students will

- identify the key details in a text.
- analyze the actions and thoughts of characters or speakers in texts, looking for patterns.
- identify the theme of the text.
- determine central message or theme.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific).
- identify metaphors and similes.
- analyze similes and metaphors in text and how it impacts the reader.
- identify the narrator's point of view.
- explain how the point of view impacts the events in the text.
- examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts.
- refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts or events.
- synthesize information from multiple sources.
- use media efficiently to answer questions and to solve problems.
- read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA Grade 5

- find similarities and differences in themes and topics when reading stories of the same genre.
- connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge).
- identify the similarities and differences in the structure (e.g., the quest) of various traditional texts (e.g. stories, myths, and traditional literature from different cultures).
- read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.

Reading Informational Text

Students will

- identify the relationships or interactions between people, places and ideas in text.
- explain the relationship to analyze the text.
- read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific).
- identify metaphors and similes.
- analyze similes and metaphors in text and how it impacts the reader.
- find the similarities and differences in the structure of two more texts.
- determine the impact of the structure on text meaning.
- find similarities and differences in themes and topics when reading stories of the same genre
- connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge).
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

Reading Literature/Informational Text

- Comprehension Strategies: Make, Confirm, and Revise Predictions; Ask and

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA Grade 5

Answer Questions

- Cite relevant evidence from text
- Comprehension Skills: Character, Setting, Plot: Compare and Contrast Settings and Characters, Text Structure: Cause and Effect; Author's Point of View
- Identify characteristics of different genres: Realistic Fiction, Historical Fiction, Expository Text
- Close Reading Routine: Read, Reread, Integrate
- Make Text Connections: Close Reading Companion
 - Text to Fine Art
 - Text to Poetry
 - Text to Media

Writing

Students will

- organize ideas using various strategies.
- introduce a topic clearly.
- compose a clear thesis statement.
- provide a general observation and focus.
- group related information logically.
- use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate.
- purposefully select information to develop the topic.
- link ideas within paragraphs and sections of information.
- use transitional words, phrases, and clauses.
- select specific language and vocabulary to convey ideas and information.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on the choices made while writing.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.
- compose a story hook to engage the reader.
- establish the story's background or situation.
- introduce a narrator and/or characters.
- purposefully arrange events to make the story flow.
- use a variety of transitional words and phrases to manage the sequence of events.
- use dialogue and description to develop experiences and events.
- show the responses of characters to situations, when appropriate.

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- produce writing that is clear and understandable to the reader.
- unpack writing tasks (type of writing assignment).
- unpack writing purpose (the writer's designated reason for writing).
- focus the organization and development of a topic to reflect the task and purpose.
- practice revising and editing skills.
- change word choice and sentence structure in writing to strengthen the piece.
- use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing.
- recognize spelling, grammar, and punctuation errors.
- employ strategies for correcting errors with assistance (conferences, check sheets, peer editing).
- locate information from print and digital sources.
- integrate information from personal experiences.
- include a list of sources used.
- take notes on information gathered from the sources to support the topic.
- synthesize information to avoid plagiarism.
- organize information into categories.
- research a topic through investigation of the topic.
- explore a topic in greater detail by developing a research question that helps bring focus to the topic.
- gather information from multiple sources to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- use strategies for reading literary and informational text to investigate topics.
- refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events.
- explain how an author uses proof to support a point in informational text.
- prove each point with evidence from the text.
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

Writing

- Write to Sources
 - Draw evidence from literature
 - Write a narrative text: transitions
 - Write informative text: develop a topic, strong paragraphs
 - Write opinions: strong openings, strong conclusions

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- Conduct short research on a topic.
- Research and Inquiry Projects
 - Interview: Impact of Personal Experiences
 - Photographs During the Great Depression
 - Nature Reserves or Wildlife Sanctuaries
 - Medicine Throughout History
 - Invasive Species

Speaking and Listening

Students will

- use previous knowledge to expand discussions about a topic.
- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.
- engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc).
- identify the key points and supporting details of a text presented orally.
- summarize a written text read aloud of information presented in multiple formats.

Speaking and Listening

- Build Background Knowledge
 - Introduce and discuss the Essential Question.
 - Generate words and phrases related to the weekly concept.
- Listening Comprehension
 - Interactive Read Aloud: Listen for a purpose
 - Connect to Concept
 - Preview Genres: Realistic Fiction, Historical Fiction, Expository Text, Persuasive Article
 - Preview Comprehension Strategies: Ask and Answer Questions, Make, Confirm, and Revise Predictions
 - Respond to Reading

Assessments

Formative:

- Teacher observation (anecdotal notes)

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- Exit Tickets
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Weekly Tests (Approaching and On-Level)
- Spelling Tests

Benchmark:

- DIBELS 8 Subtests
 - Oral Reading Fluency-Words Correct (ORF-WC) & Accuracy (ORF-ACC)
 - MAZE

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

Science

Week 3

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What changes in the environment affect living things?
- **Read & Respond to a Variety of Texts**
 - "Changing Climate, Changing Lives"
 - "Forests on Fire"
 - *Global Warming*
 - "When Volcanoes Erupt"
- 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Week 5

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do natural events and human activities affect the environment?
- **Read & Respond to a Variety of Texts**
 - "Dams: Harnessing the Power of Water"
 - "Should Plants and Animals from Other Places Live Here?"
 - *The Case of the Missing Bees*
 - *Busy, Beneficial Bees*
- 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Visual and Performing Arts

- **Reader's Theater**
 - "Jane Addams and Hull House"
- 1.1.5.C.4-Explain the function of sensory recall and apply it to character development.

Career Readiness, Life Literacies, and Key Skills

- Students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career when reading and responding to texts about experiences and how they can change how you see the world around you.
- **9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).**

Technology Integration

- Students will apply digital tools (Flipgrid, Google Sheets, Google Slides) to collect, organize, and analyze data that support a scientific finding when reading and responding to texts about climate change and global warming. They will also use these digital tools when reading and responding to texts about bees.
- **9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.**

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA Grade 5

Career Education

- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about a text.
- CRP5. Students will consider the environmental, social and economic impacts of decisions when reading and responding to texts about global warming and how changes in the environment affect living things.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Home of the Spartans!
#spartanlegacy